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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.1.1 Compare and order rational and common irrational numbers; e.g., -5, 1⁄16, -4½, √2, pi; and locate them on number lines, scales and coordinate grids.  2.2.5 Compute (using addition, subtraction, multiplication and division) and solve problems with positive and negative rational numbers.  2.2.13 Solve problems in context that involve repetitive multiplication; e.g., compound interest, depreciation; using tables, spreadsheets and calculators to develop an understanding of exponential growth and decay.  2.1.2 Identify perfect squares and their square roots; e.g., squares 1, 4, 9, 16… to corresponding roots 1, 2, 3, 4 …; and use these relationships to estimate other square roots.  2.2.6 Calculate the square roots of positive integers using technology.  2.2.11 Use the rules for exponents to multiply and divide with powers of 10 and extend to other bases.   * 102 × 103 = 105 – Add exponents * 25 ÷ 27 = 2-2 – Subtract exponents   2.1.3 Red and represent whole numbers and those between zero and one in scientific notation (and vice versa) and compare their magnitudes.  2.2.7 Develop and use strategies for multiplying and dividing with numbers expressed in scientific notation using the commutative and associative properties.  1.1.1 Generalize the relationships in patterns in a variety of ways including recursive and explicit descriptions; e.g., the pattern 1, 4, 7, 10… is represented as follows:   * recursively as “add 3 to the previous number” * explicitly as 3*n* + 1   1.3.10 Evaluate and simplify algebraic expressions, equations and formulas including those with powers using algebraic properties and the order of operations.  1.3.12 Write and solve multistep equations using various algebraic methods including the distributive property, e.g., 3 (*x* + 2) =10), combining like terms, e.g., 3*x* + 2*x* = 15, and properties of equality and justify the solutions. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |